**Lesson 1: Green Kids and Habitats**

**Habitats and the Endangered Animals That Live in Them  
Level:** Rising Grades K – 5 **Time:** 2 55 minute lessons over a period of 2 days **Overview/Purpose:**This lesson will introduce students to the concepts of habitats and endangered animals. Students will break into groups and identify one endangered animal and the habitat it lives in. Hands-on exploration of our own “camp habitat” and how it compares to an animal’s habitat will also be an integral part of our lesson.

**Content Objectives:**To allow students to make a connection between a habitat and the importance of that habitat to the people and animals that live there.

**Technology Standards:   
NETS**1. Creativity and Innovationd. Identify trends and forecast possibilities4. Critical Thinking, Problem Solving and Decision Making  
 c. collect and analyze data to identify solutions  
 d. use multiple processes and diverse perspectives to explore alternate solutions

**Technology Required:**   
Computers with Internet  
Computer projector or interactive white board

**Resources/Websites:**   
Materials, links and other items the students will use in the lesson

* ***All About Habitats*** – printable book  
  <http://www.primarygames.com/arcade/virtualworlds/ecobuddies/e-books/allabouthabitats.htm>
* Website about endangered species of animals and their habitats  
  [http://www.arkive.org](http://www.arkive.org/)
* ***Green Kids 1 - Habitat Word Search*** work sheets (1 per student K – 2)
* ***Green Kids 2 - Habitat Word Search*** work sheets (1 per student 3 – 5)
* ***Green Kids Animal List*** work sheets (1 per student)
* ***Green Kids 1 - Endangered Animal*** work sheets (1 per student K – 2)
* ***Green Kids 2 - Endangered Animal*** work sheets (1 per student 3 – 5)
* Pencils
* Colored pencils
* Markers
* Camp sketch book (all students, grades 3 – 5, will have one provided by camp)
* 22” x 28” white poster board (1 per group)
* Book: ***The Great Outdoors: Saving Habitats*** by Richard Spilsbury, pages 4 – 5 and 8 – 11 (Purchase this book online at <http://www.borders.com/online/store/TitleDetail?sku=1403468532> or borrow it from your school or local library)

**Prior Knowledge:**   
Students will already know how to or be able to:

* Dress appropriately to go outdoors
* Use sunscreen at all times
* Observe the outdoor environment
* Understand safe behaviors in the outdoor environment around water, stinging insects and poisonous plants
* Get onto the Internet from the computer desktop
* Navigate pages within a website

**Procedure:**   
Prior to lesson, librarian will:

* Print out a copy of the ***All About Habitats*** printable book
* Print out copies of all work sheets that are needed
* Have pencils and markers available for all student use
* Have colored pencils available for grades 3 – 5 students use
* Have white poster board available for all groups to use
* Select a video segment about animals in their natural habitats from <http://www.arkive.org> to show the students
* Have on hand a copy of the book ***The Great Outdoors: Saving Habitats*** by Richard Spilsbury

**Day 1 - Lesson 1**

Introduction (5 minutes):

1. Tell students that they will be learning about habitats and endangered animals today.

Instruction (15 minutes):

1. We will read a short story, ***All About Habitats,*** as the basic introduction to habitats.
2. Hand out ***Green Kids 1 - Habitat Word Search*** or ***Green Kids 2 - Habitat Word Search*** work sheets. Explain that they will find some vocabulary words related to habitats listed in the work sheets. Ask them to see how many words they can find in the word search in 5 minutes.
3. Review habitat words by reading pages 4 – 5, about habitats, from ***The Great Outdoors: Saving Habitats*** by Richard Spilsbury.
4. The students will then be asked this question “What is our camp’s habitat?” We will spend a few minutes talking about their ideas. Students will then break up into pairs.

Student Activity (30 minutes):

1. Students will go outside in pairs and take a walk around the school grounds to experience the natural environment.  
   **Grades K – 2:** Students will go on a “color hike”. Each pair will select two colors that they see in the shirts they are wearing that day. Each pair of students will then look for natural items out in the environment that are those colors.  
   **Grades 3 – 5:** Students will go outside and sketch their favorite natural scene or item in their camp sketch books
2. Students will come inside and discuss what they have seen and experienced in the outdoor environment. Using guided inquiry the following questions will be discussed:  
    Are these things you saw/sketched part of our camp’s habitat?  
    How would you feel if all these things were gone tomorrow?  
    What can we do to prevent that from happening?  
    Can people protect their habitat? How?   
    Can animals protect theirs?
3. Watch a segment of video from <http://www.arkive.org> about animals in their natural habitats.
4. Introduce the concept of endangered habitats by reading pages 8 – 11, about habitat destruction, from ***The Great Outdoors: Saving Habitats*** by Richard Spilsbury..

Assessment (5 minutes):

1. As a class, have one person from each pair share what they learned today about habitats. Write the comments on the whiteboard.

**Extensions:**

1. For campers that love hiking, they are encouraged to lead a color hike around their neighborhood with their family when they return home.
2. Art loving campers may be interested in sketching their indoor (rooms in their house, other indoor areas) or outdoor (yards, parks in their neighborhood) environments and creating their own personal habitat sketchbook.

**Modifications:**

1. The color hike could start with finding 2-3 items and work up to adding 2 – 3 more.
2. Instead of sketching their environment, students could trace a leaf or draw one example found in nature; such as a basic flower or an interesting stick.

**Day 2 - Lesson 1** (continued)

Introduction (5 minutes):

1. Tell students that they will be learning about endangered animals today. They will self-select into groups of 3 – 4 and focus on the habitat of one animal. They will select from one of three types of animals to study - a bird, an amphibian or a mammal.

Instruction (15 minutes):

1. Define what an endangered animal is.
2. Hand out the ***Green Kids Animal List*** sheets and the ***Green Kids 1 - Endangered Animal work sheets*** or ***Green Kids 2 - Endangered Animal work sheets*** to the class.
3. Ask students to put their name on their sheets.
4. Ask students to self-select into groups of 3 – 4 students to work together for the rest of the week on this project.
5. Ask each group of students to look at the ***Green Kids Animal List*** and select which animal they would like to study. Have each student write the name of their group’s animal on their worksheet.
6. Direct groups of students to take their work sheets and pencils to the computers (if not already seated at the computers).
7. Unit leader directs students to open the Internet on the computer and go to the URL: [http://www.arkive.org](http://www.arkive.org/).
8. Unit leader will give a short demonstration of how to use this website.
9. Once all students have opened the website, tell them to put the name of the animal that their group is interested in studying in the search box in the top right corner. Have them select a variety of their animal from the drop down boxes that appear.
10. Instruct them to investigate the website and answer the questions on their worksheets:  
    ***Green Kids 1 - Endangered Animal work sheet*** (for grades K – 2)  
    ***Green Kids 2 - Endangered Animal work sheet*** (for grades 3 – 5)

Student Activity (25 minutes):

1. Students will investigate the videos/photographs of their animal and answer the questions on their worksheets by viewing the information on the web page.
2. After groups are done viewing the website and answering questions on their worksheets instruct them to sit at the large tables at the back of the computer lab.
3. Hand out one 22” x 28” poster board and a set of markers to each group.
4. Instruct each group to create a poster using the facts they just collected on their work sheets.

Assessment (10 minutes):

1. Ask each group to stand, hold up their poster and have one person from each group share the facts that they learned today about their animal.

**Extensions:**

1. Campers can select an additional animal using their knowledge of endangered species from the website [www.ARKive.com](http://www.ARKive.com) or investigate endangered species on their own.

**Modifications:**

1. The website [www.ARKive.com](http://www.ARKive.com) has beautiful pictures of animals. Have one of the leaders or aides help you make a list of everything you see around the animal in the photograph.